**Krista Little**   
**Lesson Plan**  
4O min

**Grade Level:** 2nd   
**Week:** 7

**NC Essential Standards Music Curriculum:**

* **2.ML.1 – Apply the elements of music and musical techniques in order to sing and play music with accuracy and expression.**
  + 2.ML.1.1 – Apply problem solving strategies to improve musical technique when singing and playing instruments.
  + 2.ML.1.2 – Use accurate pitch to sing three-pitch patterns.
  + 2.ML.1.3 – Execute extended rhythmic patterns using body, instruments, or voice.
  + 2.ML.1.4 – Apply changes in music to the elements of dynamics, tempo, melody, and form.
* **2.MR.1 – Understand the interacting elements to respond to music and music performances.** 
  + 2.MR.1.2 – Illustrate melodic patterns, dynamics, and forms.
  + 2.MR.1.3 –Illustrate audience and participant behavior appropriate for the purpose and setting that music is being performed.
* **2.CR.1 – Understand global interdisciplinary, and 21st century connections with music.**
  + 2.CR.1.2 – Understand the relationships between music and concepts from other areas.

**Common Core Standards:**

* **SL.2.5** – Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

**Materials Needed:**

* WS - “Listen to the Rain” compositions
* Copies of poem “Listen to the Rain” by Bill martin Jr. and John Archamabault (5)
* Pencils
* Instruments
  + Wind chimes/bell tree/rain stick
  + Cabasa/rain stick/African gourd
  + Rain stick/egg shaker/Chinese drum
  + Thunder can/whip/ocean drum
  + Rain stick/jingle bells/maraca
* Recording Device – (record class’s body percussion rainstorm)

**Teaching Process:**

* **Entrance** 
  + Playing music from the Instrument of the month
  + Students should find their assigned seats
  + While listening, pat the steady beat
  + After a min.
    - Recall the composer of the month
    - Question of the week
    - Singing Hands
* **Promise Song**
  + Ask students, “Why do we have music classroom promises?”
    - *To keep us safe!*
* **Yoo-Hoo**
  + Yoo-Hoo \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_’s class *(Yoo-Hoo Ms. Little)*
    - Class
    - 1st row/2nd row
    - Girls/Boys
* **Composing Listen to the Rain**
  + Divide students up into 5 different groups
  + Pass out worksheets and have student read the directions on their worksheet
    - “You must have taken the following steps to create your part of the rainstorm.” Directions
      * Read your section of the story
      * Identify the key words or ideas in your section
      * Experiment with movements that show the text
      * Experiment with adding sounds to the text
      * Decide who will move and who will play instruments (you can do both!)
      * Decide how you will incorporate the text into your composition (When will you read the text? Will you read it all at once? Will you read it while moving and playing or before/after? Who will read?
      * Practice and evaluate
      * HAVE A PLAN
  + Discuss RULES FOR THE INSTRUMENTS
    - NO EXTRA NOTES! -- If you cannot keep your instrument under control then I will take it away from you. Remember you only get one warning!
    - “What happens when the light are turned off?”
      * 1. Stop talking
      * 2. Stop what you’re doing
      * 3. Put your hands on your head
    - “Please wait till I hand out all the instruments before playing them!”
  + Hand out instruments
  + Allow students time to practice in their small groups”
  + Have students evaluate their group
    - Evaluate
      * Ask students “How can we make this better?”
      * Have students choose: 2 starts and a wish!
  + Put away instruments/clean up while listening to the recording
    - Evaluate
      * Have students discuss thoughts and feelings.
* **Points of the week/Student of the Week**
  + Fill out Point sheet
  + Choose student of the week
    - Fill out certificate

Participating Students: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Classroom Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2nd grade Music/Movement Compositions  
*Listen to the Rain*

Directions:

1. Read your section of the story
2. Identify the key words or ideas in your section
3. Experiment with movements that show the text
4. Experiment with adding sounds to the text
5. Decide who will move and who will play instruments (you can do both!)
6. Decide how you will incorporate the text into your composition (When will you read the text? Will you read it all at once? Will you read it while moving and playing or before/after? Who will read?
7. PRACTICE and evaluate!!

Jot down any notes about your performance here:

“Listen to the Rain”  
by: Bill Martin Jr. and John Archambault

(1) Listen to the rain,   
the whisper of the rain,  
the slow soft sprinkle,  
the drip-drop tinkle,  
the first wet whisper of the rain

(2) Listen to the rain,  
the singing of the rain,   
the tiptoe pitter-patter,  
the splish and splash and splatter  
the steady sound,  
the singing of the rain.

(3) Listen to the rain,  
the roaring pouring rain,  
the hurl-burly  
topsy-turvy  
lashing gnashing teeth of rain,

(4) the lighting-flashing  
thunder-crashing  
Sounding pounding roaring rain,  
leaving all outdoors a muddle  
a mishy mush muddy puddle.  
  
(5) Listen to the quietude,  
the silence and the solitude   
of after-rain,  
the dripping, dripping, dropping,  
the slowly, slowing stopping  
the fresh wet silent after-time of rain.